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|  | **Emerging – 1** | **Developing - 2** | **Proficient - 3** | **Advanced - 4** |
| Content | * Information is often inaccurate and/or irrelevant. * Student is unable to accurately answer questions posed by the audience. * Audience does not know purpose of presentation. | * Accurate information without supporting evidence. * Student is able to accurately answer a few questions posed by the audience. * Some audience members can restate the purpose of the presentation. | * Accurate information is shared **using evidence** (*logical* arguments, data, or graphs). * Student is able to accurately answer most questions posed by audience. * Audience can restate purpose of presentation (*ethics*). | * Accurate information shared using **multiple pieces of evidence** (*logical* arguments, data, or graphs) * Student is able to answer or suggest resources to answer questions. * Audience can restate purpose of presentation. |
| Style | * Audience wonders who is presenting * Nothing funny, emotional, or suspenseful * No presentation aids used | * Uses some emotion, *humor*, or suspense * Uses presentation aids ineffectively | * Engages audience with ***emotion*, *humor*, or suspense** as appropriate to the topic such as videos, comics, pictures, or personal stories (*passion*) * Uses presentation aids effectively to enhance delivery | * Generates enthusiasm and emotional response * Presentation aides **excite and impress** audience – riots are possible |
| OrganizationRevised October 2008 | * Little to no sequencing; topic is vague or unclear * No attempt for audience participation | * Displays some sequencing of ideas, but lacks elements: introduction, transitions, or conclusion * Audience participation attempts, but lacks appropriate focus | * Displays and **can explain** logical sequencing of ideas and information * Includes opportunity for **active participation from audience** by asking questions, small group discussions, or T-P-S (*simulation*). | * Obtains audience feedback on presentation * Audience participation results in a motivation for movement to action (product,demonstration, questions, etc.) |

City to Research:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

GROUP MEMBERS:

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Presentation Elements:

* Map of City/Country
* Weather Data: Summer and winter temperatures, average yearly rainfall
* Earthquake data including date, magnitude and death total
* Volcano including date, magnitude and death total
* Tsunami including date, magnitude and death total
* Claim: Should it be built there? Evidence: Why or why not? Reasoning: Justify your answer.